

Morning Message

Anecdotal Record

During circle time Ms. Jones asks Cherrie to help complete the morning message, which reads, "Today is .". She says, "Monday." Then Ms. Jones asks Cherrie to help write it and she responds, "I don't know how." Ms. Jones says the word again, emphasizing the first sound and asks her what she hears. After some hesitation, Ms. Jones repeats the word and elongates the first sound, and Cherrie says, "M." Ms. Jones asks her to come take the marker and write the letter on the wipe board. She writes a "W" and a few children say that it isn't correct. Max writes the correct letter.

Reflecting on the Documentation

- Instead of writing an anecdotal record about Cherrie, how might Ms. Jones have planned for this observation using a checklist?
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Sample Checklist

Before writing the morning message, the teacher can leave the initial consonant of six different words empty. For example, “Today is __ onday. It is a __unny __ay. Today we will read a book by our favorite author Ezra __ack __eats.” She can choose six children for whom she is interested in knowing whether they can successfully identify the first letter of a word.

Child	Word attempted	Letter written
Max	Monday	M
Cherrie	Monday	W
Robert		
Isabelle		
Heather	sunny	s
Jennifer		

Interpreting the Observation

- Hypothesis Building
 - Connecting to the Child Outcomes Framework
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Next Steps

- **Large Group Instruction**
 - **Individualized Instruction**
 - **Planning for Assessment**
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